



Midlands Math & Business Academy

2638 Two Notch Rd., Suite

Columbia, S. C. 29204

Grades	4-8 Middle School	
Enrollment	137 Students	
Principal	Gerald Jenkins	803-799-5101
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Vince Ford	803-231-7556

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	Below Average
2008	At-Risk	Average
2007	At-Risk	At-Risk
2006	At-Risk	Good
2005	At-Risk	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

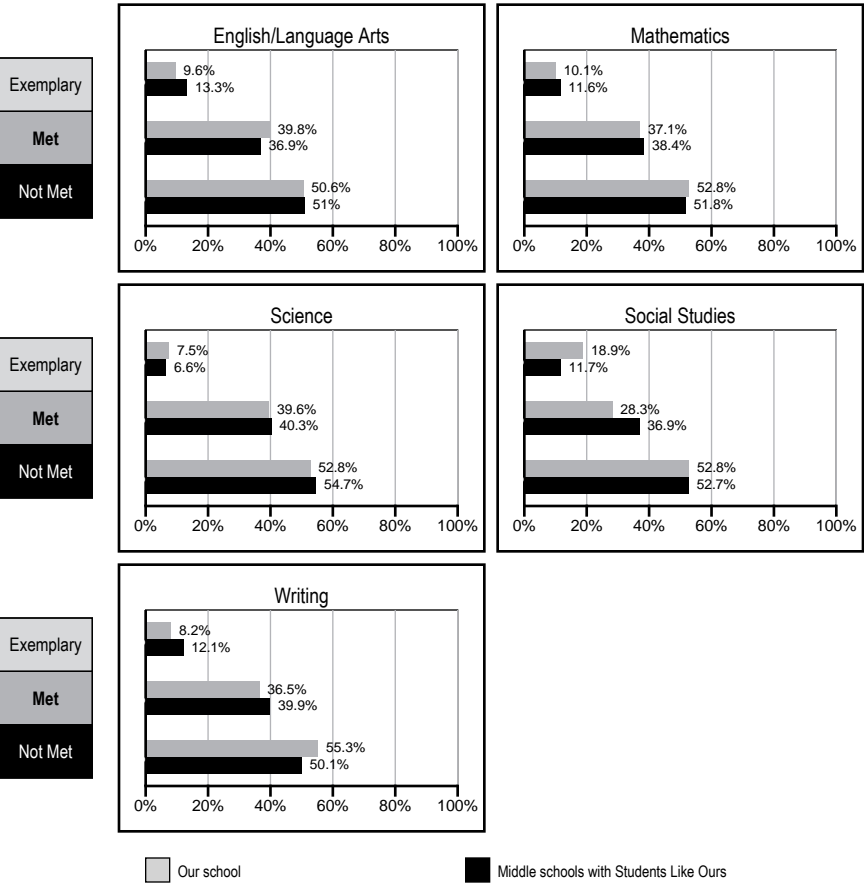
93.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	7	34	21

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	88.6%
English 1	N/A	85.1%
Physical Science	N/A	33.8%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	86.7%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=137)				
Students enrolled in high school credit courses (grades 7 & 8)	13.2%	Up from 10.7%	14.7%	21.6%
Retention rate	3.1%	Up from 2.3%	2.3%	1.2%
Attendance rate	97.0%	No Change	95.3%	95.9%
Eligible for gifted and talented	0.0%	No Change	5.6%	14.8%
With disabilities other than speech	12.6%	Up from 7.6%	14.3%	12.6%
Older than usual for grade	2.2%	Up from 1.4%	5.0%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.5%	Up from 0.0%	0.3%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=12)				
Teachers with advanced degrees	77.8%	Up from 66.7%	54.3%	56.9%
Continuing contract teachers	66.7%	Up from 0.0%	64.3%	72.7%
Teachers with emergency or provisional certificates	0.0%	No Change	13.8%	5.3%
Teachers returning from previous year	76.7%	Up from 73.8%	76.9%	82.9%
Teacher attendance rate	96.5%	Up from 93.4%	94.9%	95.2%
Average teacher salary*	\$32,904	Up 0.6%	\$44,738	\$46,599
Professional development days/teacher	10.3 days	Up from 10.0 days	10.3 days	10.8 days
School				
Principal's years at school	1.0	Down from 4.0	2.0	3.0
Student-teacher ratio in core subjects	19.3 to 1	Up from 12.8 to 1	17.1 to 1	20.1 to 1
Prime instructional time	93.1%	Up from 90.0%	88.9%	89.9%
Opportunities in the arts	Poor	Down from Fair	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.1%	Up from 94.3%	95.6%	97.8%
Character development program	Average	Up from At-Risk	Good	Good
Dollars spent per pupil**	\$7,193	Up 12.4%	\$9,786	\$7,645
Percent of expenditures for instruction**	54.0%	Up from 50.0%	61.0%	63.4%
Percent of expenditures for teacher salaries**	47.6%	Up from 41.7%	54.8%	57.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Midlands Math and Business Academy (MMBA), a public charter school located in Richland School District One, has completed its fifth year of operation.

At MMBA, the students have received significant gains on the former PACT test in 6th grade English Language Arts. In many areas, MMBA did not lose or gain ground in our testing scores, but efforts are being made to increase test scores. MMBA has partnered with a tutoring company. The school has in-house tutoring that takes place within the school on a daily basis for students needing a "double dose" of assistance in an area. The Success Maker Lab and Failure Free Reading are still an essential part of the students' daily activities, along with EduTest for benchmarking their growth.

MMBA is pursuing its mission to educate children through an innovative approach. MMBA has collaborated with community and business organizations to further the learning of our students. Local businesses and organizations have partnered with MMBA to enhance learning while students are in and out of school. The business component at MMBA helps students to become financially literate. The goal of the Business Department is to introduce students to banking, budgeting, finance, investing, and real estate exercises in order to help produce well-rounded students. At MMBA, our students are not learning how to function in the classroom alone. The Investment Club participates annually in the Stock Market Simulation Game sponsored by the South Carolina Economic Council. The club is comprised of students from fourth through eighth grades. This group of students observed the workings of the stock market via the internet and the Wall Street Journal.

MMBA students are learning to develop business plan proposals, budgets, and marketing presentations. All eighth-grade students are encouraged to complete the business plan and implement their ideas. Annually, students participate in a school-sponsored Business Expo as a culminating activity to the entrepreneurship class. Our students have excelled in many areas, such as essay writing, business plan competitions, math meets, drawing contests, and other activities. They are prepared to compete academically because of the challenging Core Knowledge Curriculum. The wealth of information Core Knowledge offers to students is beneficial and applicable. The curriculum is designed to encourage teacher collaboration and creativity.

One of our eighth-grade students was named a South Carolina Junior Scholar by scoring at least 50 on the math, critical reading, or writing portion of the PSAT. We have an SAT Prep class that fifth through eighth graders are able to attend. One of our seventh-grade students received the Governor's Citizenship Award. MMBA will continue to encourage students and parents to accept our curriculum and enjoy the academic spoils. A rich education opens the door to a world of opportunities, and we believe our students are ready to enter that door upon completing our program. We believe that it is vital to the progression of our school that the community becomes involved and the stakeholders (parents, teachers, and students) bring positive ideas and suggestions that will benefit the MMBA way.

Gerald Jenkins, Interim Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	8	43	26
Percent satisfied with learning environment	87.5%	69.8%	84.0%
Percent satisfied with social and physical environment	62.5%	62.8%	65.4%
Percent satisfied with school-home relations	75.0%	71.4%	96.2%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress YES

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.0%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
--	----------------------------------	----------	-----------	-------	-------------	-------------------------------	---------------------------------	------------------------------	------------------------------	--------------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	130	99.2	45.7	40.2	14.2	63.8	78.6	82.8	Yes	Yes
Gender										
Male	79	98.7	51.3	39.5	9.2	59.2	74.4	79.3	N/A	N/A
Female	51	100	37.3	41.2	21.6	70.6	82.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	2	I/S	I/S	I/S	I/S	I/S	93.7	89.5	I/S	I/S
African American	125	99.2	46.7	41	12.3	63.1	74.6	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.1	92.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	80.5	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	69.2	82.5	I/S	I/S
Disability Status										
Disabled	21	100	76.2	19	4.8	38.1	51.2	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	77.9	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	100	99	47.5	39.4	13.1	61.6	74.1	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	130	99.2	51.2	40.2	8.7	65.4	70.3	78.9	Yes	Yes
Gender										
Male	79	98.7	56.6	38.2	5.3	64.5	67.8	77	N/A	N/A
Female	51	100	43.1	43.1	13.7	66.7	72.7	80.9	N/A	N/A
Racial/Ethnic Group										
White	2	I/S	I/S	I/S	I/S	I/S	89.9	87.2	I/S	I/S
African American	125	99.2	52.5	40.2	7.4	64.8	64.6	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.5	93	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	79.4	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	76.9	79.5	I/S	I/S
Disability Status										
Disabled	21	100	N/AV	N/AV	N/AV	38.1	36.5	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	79.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	100	99	49.5	42.4	8.1	65.7	64	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	86	98.8	50	45.2	4.8	50	58.1	67.5
Gender								
Male	48	97.9	47.8	47.8	4.3	52.2	57	67
Female	38	100	52.6	42.1	5.3	47.4	59.1	68
Racial/Ethnic Group								
White	1	I/S	I/S	I/S	I/S	I/S	85.9	79.5
African American	84	98.8	50	46.3	3.7	50	50.8	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	60.7	84.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	58.8	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	13	92.3	N/AV	N/AV	N/AV	8.3	27.5	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	53.2	59.6
Socio-Economic Status								
Subsided meals	63	98.4	53.2	43.5	3.2	46.8	49.1	55.1

Social Studies

All Students	90	96.7	50	34.9	15.1	50	65.2	72.3
Gender								
Male	53	96.2	54	28	18	46	63.1	71.5
Female	37	97.3	44.4	44.4	11.1	55.6	67.2	73.2
Racial/Ethnic Group								
White	2	I/S	I/S	I/S	I/S	I/S	87.9	80.7
African American	85	96.5	51.9	34.6	13.6	48.1	59.3	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.9	88.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	63.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	16	81.3	N/AV	N/AV	N/AV	30.8	36.4	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	63.6	67.9
Socio-Economic Status								
Subsided meals	69	95.7	51.5	34.8	13.6	48.5	58	62.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	132	98.5	52.3	40.6	7	47.7	63.9	70.2	97	95.9
Gender										
Male	81	97.5	63.6	32.5	3.9	36.4	55.8	63.2	96.7	95.7
Female	51	100	35.3	52.9	11.8	64.7	71.9	77.5	97.3	96.2
Racial/Ethnic Group										
White	2	I/S	I/S	I/S	I/S	I/S	86.2	79.1	93.1	96
African American	127	98.4	53.7	40.7	5.7	46.3	58	57.6	97.1	95.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	81.9	86.2	N/A	96.4
Hispanic	3	I/S	I/S	I/S	I/S	I/S	63.8	62.6	95	95.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.6	68.7	N/A	94
Disability Status										
Disabled	21	100	N/AV	N/AV	N/AV	4.8	22.3	26.1	96.3	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	61.2	61.2	99.9	96.2
Socio-Economic Status										
Subsidized meals	102	98	54	41	5	46	56.7	58.9	96.7	95.7

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	24	100	37.5	41.7	20.8	62.5
	5	22	100	38.1	38.1	23.8	61.9
	6	35	97.1	38.2	52.9	8.8	61.8
	7	23	100	56.5	26.1	17.4	43.5
	8	26	100	60	36	4	40
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	24	100	37.5	54.2	8.3	62.5
	5	22	100	52.4	42.9	4.8	47.6
	6	35	97.1	47.1	44.1	8.8	52.9
	7	23	100	56.5	26.1	17.4	43.5
	8	26	100	64	32	4	36
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	24	100	N/AV	N/AV	N/AV	54.2
	5	10	I/S	I/S	I/S	I/S	I/S
	6	16	100	N/AV	N/AV	N/AV	37.5
	7	23	95.7	45.5	40.9	13.6	54.5
	8	13	100	46.2	46.2	7.7	53.8
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	24	100	45.8	45.8	8.3	54.2
	5	12	100	58.3	33.3	8.3	41.7
	6	18	83.3	33.3	40	26.7	66.7
	7	23	100	60.9	30.4	8.7	39.1
	8	13	100	50	16.7	33.3	50
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	24	100	33.3	58.3	8.3	66.7
	5	22	95.5	N/AV	N/AV	N/AV	35
	6	35	97.1	55.9	38.2	5.9	44.1
	7	25	100	60	28	12	40
	8	26	100	48	44	8	52

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample